

HST 230: Sports, Empire and Nation

Spring 2019

T & TH, 10:50 am – 12:05 pm HUM 119

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Office Hours: Thursdays, 1:00 to 2:00 pm & by appointment

Course Description and Purpose

This “hybrid” (i.e., lecture and discussion combined) course explores key aspects of the global history of sport from the nineteenth century to the present. It investigates a) *how and why sport emerged as an organized social activity* and b) *how it became entrenched in the modern world in tandem with imperialism and as an aspect of nation building*. The course also examines how sport history shaped, and was shaped by, various factors such as ideology, cultural values, identity, economic interests and market forces, technological advances, geopolitics, and uneven distribution of power among different categories of people. The readings (and hopefully our discussions) will bring into focus connections between sport and: colonialism, nationalism and internationalism; race and politics; gender and sexuality; the development of global capitalism; and cultural diffusion and resistance.

The main intellectual goals of this seminar are:

- 1) To master important works in international sport history.
- 2) To assess critically the ways in which scholars of sport practice their craft and disseminate their findings.
- 2) To compare micro studies with broader trends in sport and society across boundaries of time and space.
- 4) To discuss the connections between sport history and larger patterns of national, regional and worldwide historical change.

On a more practical level, this seminar aims to strengthen your skills in

- a) Critical thinking
- b) Clear oral communication and presentation
- c) Organized and persuasive writing

Caveat: There will obviously be a great deal of discussion about the sports and games we love and avidly follow. While a passion for sports is important for this course, it is equally important for seminar participants to recognize that this is not merely a place to reveal your prowess in sports trivia and player statistics. *This is a*

serious academic course that will use sports as an optic---as a way to analyze and understand important issues about society, economics, politics, and modernity.

Course Requirements

1. Attendance and informed participation in class discussions (30%)

Attendance is mandatory in this class. Students who miss **more than three class meetings** will lose a half letter grade from his/her final course grade for each additional absence. These three “excused” absences include **all possible reasons and circumstances**, such as illness, funerals, court appearances, job interviews, taking GRE, LSAT, etc., car trouble, and family (including pets)-related emergencies. If you are more than 15 minutes late for class, you will be marked as absent for that day. Frequent tardiness may result in a penalty.

This is a hybrid lecture-discussion class and informed contribution to class discussion by students is essential to its success. Participation grades will be made on the basis of two criteria: how much have you contributed to make the class discussion interesting, thought-provoking and challenging? How much have you done to help deepen your classmates’ understanding of the material? You can also earn a high participation grade through informed and thoughtful analysis (not just throw-away comments or clever jokes), insightful and generative questions, and generally active involvement in the class.

2. Weekly Summary (30 %)

Students must write weekly summaries (about 500 words) on the assigned reading(s). These summaries must be uploaded on the Canvas course website by at least 12 hours prior to the start of Thursday’s class (which means, by **10:50 p.m. Wednesday**). They must be typed in 12-point font, identifying the author’s main argument(s), and briefly explaining the significance of the work in relations to the course theme. This weekly assignment will be used to gauge how carefully you read and understood the assignment(s) and how well prepared you are for the day’s seminar discussion. You won’t receive credit for late submissions (no exceptions on this point). Grading will be on a scale of 1-3 (1=not adequate work; 2=satisfactory work; 3=insightful work). There will be a total of ten weekly summaries required (as indicated by * next to the week). Your cumulative points will translate to letter grades in this category of requirement as follows: 0~10=C+; 11~19=B; 20=B+; 21~25=A-; 26~30=A

3. Short Paper (15%)

Watch two films uploaded on the Canvas course website. Based on what you took away from these films and the article assigned for the week, write a 3 to 5-page position paper (double space, 12-points font) on a topic to be provided in

class. This paper is due **in class on Tuesday, March 19**. No late papers will be accepted.

4. Long Paper (25%)

Students are required to write an expository essay, 5-8 pages in length, on a topic to be provided on the last day of class along with reference readings. The essay must be prepared according to the Chicago Style of citation (not MLA). This paper is due by **5:00 p.m., April 29, 2019**.

Policies

Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all reasonable accommodation of their disabilities be made. Any student with a documented disability needing academic adjustments or special accommodations is requested to speak with me during the first two weeks of class. All discussions will remain strictly confidential. Students with disabilities should also contact Disability Support Services in 111 Allen Center.

Religious holidays: Please see me about any conflicts between class and religious holidays at least a week beforehand to discuss options to accommodate your religious observance.

Use of electronic devices in class: Use of cellphones is NOT allowed during class. Please turn off your cellphone and put it away before class begins. Laptop computers, tablets, etc. may be used for the purpose of taking lecture notes only. They should NOT be used during discussions. If you take notes of the readings on your electronic device, be sure to print out your notes and bring them to class to aid your participation in seminar discussions.

Required Texts

There will be no required texts/monographs for the course (Don't you love it???). All the readings (book chapters, journal articles, primary documents, etc.) will be posted on the Canvas course website at least two weeks in advance. If your personal schedule should dictate that you begin early reading materials not yet posted on Canvas, please let me know. I will see to it that you get access to the needed materials.

Course Schedule

NOTE: The instructor reserves the right to revise it as deemed necessary and appropriate. When a change is made to the syllabus, she will try to announce it as far in advance as possible. * next to Week indicates that a summary is due that week.

Week 1	1/8	Introduction and Organization
	1/10	Why studying sports? Reading: McLean article (available on Canvas)
Week 2*	1/15	Rise of Modern British Sports
	1/17	Reading: Allen Guttman, <i>Games and Empire: Modern Sports and Cultural Imperialism</i> (1994), 1-40
Week 3*	1/22	Colonialism, Internationalism, and Cultural Diffusion
	1/24	Readings; Guttman, <i>Games and Empire</i> , 41-70, 171-188
Week 4*	1/29	The Rise of the American Nation and its Pastime
	1/31	Reading: David Block, <i>Baseball Before We Knew It: A Search for the Roots of the Game</i> (2005), 1-66
Week 5	2/5	The Rise and Evolution of American Football Reading: TBA
	2/7	Spring Recess, no class
Week 6*	2/12	The Rise of American College Sports
	2/14	Reading: Ronald A. Smith, <i>Sports and Freedom: The Rise of Big-Time College Athletics</i> (1988), 3-66
Week 7*	2/19	Emergence of International Sport Competitions
	2/21	Reading: Barbara Keys, <i>Globalizing Sport: National Rivalry and International Community in the 1930s</i> (2006), 17-63
Week 8*	2/26	Legacy of Colonialism and Cultural Diffusion
	2/28	Reading: Andrew D. Morris, <i>Colonial Project, National Pastime: A History of Baseball in Taiwan</i> (2011), 1-53
Week 9	3/5	Social Justice in Sports Reading: Carolyn Marvin, "Avery Brundage and American Participation in the 1936 Olympic Games," <i>Journal of American</i>

Studies 16 (1), 81-106; Guttman article on the Berlin Olympics

3/7 Watch: "Jesse Owens" and "The Boys of '36"

Week 10 **Spring Break! No class!**

Week 11 3/19 Race and Sports
*****Short Paper Due in class*****

3/21 Watch: "Jackie Robinson"

Week 12* 3/26 Sports, Nationalism and Patriotism

3/28 Reading: Bryant articles

Week 13* 4/2 Gender and Sports

4/4 Reading: Deborah L. Brake, *Getting in the Game: Title IX and the Women's Sports Revolution* (2010), 1-66
Also watch: "Billy Jean King"

Week 14* 4/9 Sports and Ideology during the Cold War

4/11 Reading: John Soares, "Our Way of Life Against Theirs: Ice Hockey and the Cold War,"; Kevin B. Witherspoon, "Fuzz Kids" and "Musclemen": The US-Soviet Basketball Rivalry, 1958-1975" in Heather Dichter and Andrew Johns, *Diplomatic Games* (2014), pp. 251-326.

Also watch: "Miracle"

Week 15* 4/16 Sports, Nation-States and Globalization

4/18 Reading: George H. Sage, *Globalizing Sport: How Organizations, Corporations, Media and Politics are Changing Sports* (2010), 63-139

*******Final paper due, 5:00 p.m., April 29*******